

Appendix L

HEALTH SCIENCE YOUTH APPRENTICESHIP

THERAPEUTIC SERVICES PATHWAY NURSING ASSISTANT (UNIT 4)

Unit 4: Therapeutic Services Pathway

Nursing Assistant- Required Skills

Competency

1. Use Standard Precautions and Infection Prevention

Performance Standard Condition

Competence will be demonstrated
at the worksite

Performance Standard Criteria

Performance will be successful when learners:

Protect self and spread of infection using standard precautions and infection control techniques as required by situation

Hand Washing

- Wash hands and wrists using soap and water, lathering and rubbing all surfaces for at least 15 seconds
- Wash before/after direct contact with clients, after removing gloves, after contact with body fluids, after contact with contaminated items, before/after eating, before/after restroom use

Gloving

- Use gloves when touching blood, saliva, other body fluids/secretions, mucous membranes, non-intact skin, blood-soiled items, contaminated surfaces, sterile body areas, decontamination procedures
- Discard used gloves as appropriate

Shielding (gowns, goggles, face shields)

- Wear when splashing or spattering is likely to occur

Patient Care equipment

- When possible, dedicate noncritical patient-care equipment (stethoscope, BP cuff, thermometer, etc.) to a single patient or cohort of patients to avoid sharing among patients
- Clean and disinfect any equipment that must be brought out of the room before use with others

Environmental Controls

- Keep housekeeping surfaces (floors, walls, tabletops) clean
- Clean up spills promptly
- Store regulated medical waste in proper waste containers

Linens and Laundry

- Do not shake or handle in way that may aerosolize the infectious agents
- Avoid contact of own body and clothing with the soiled items being handled
- Contain soiled items in a laundry bag or designated bin
- No sorting or rinsing of textiles in the location of use
- Textiles heavily contaminated with blood or other body fluids should be bagged and transported in a manner that will prevent leakage
- Clean textiles should be handled, transported, and stored by methods that will ensure their cleanliness

Respiratory Hygiene

- Cover mouth and nose when coughing or sneezing or wear a mask
- Wash hands after contact with respiratory secretions

- Maintain separation, ideally by at least 3 feet, between ill persons and others
- Move ill patients to rooms promptly to remove them from common waiting areas

Safe Injection

- Avoid unnecessary use of needles and sharps
- Use care when disposing needles and sharps
- Do not bend, re-cap or remove contaminated needles
- Maintain aseptic technique throughout all aspects of injection preparation and administration
- Dedicate vials of medication to a single patient.
- **Never use peripheral capillary blood monitoring devices (such as lancets or platforms) packaged as single-patient use on more than one patient.**

Cleaning, Disinfection and Sterilization

- Use only sterile equipment and devices that enter the patient's vascular system
- Use appropriate agents, including detergents, for cleaning equipment and devices prior to sterilization or disinfection
- Clean equipment and devices that do not touch the patient or that only touch the intact skin of the patient
- Place disposable used syringes, needles, scalpel blades, and other sharp instruments in appropriate puncture-resistant containers for disposal
- Place specimens of blood and body fluids in well-constructed containers with secure lids to prevent leaking
- Clean spills of blood or other body fluid with appropriate detergent and appropriate chemical germicide

Learning Objectives

Define standard precautions, infection control and aseptic method

List body fluids that require the use of Standard Precautions

List body fluids that do not require the use of Standard Precautions

Explain the chain of infection and describe the way infection control concepts are applied.

Define engineering controls, work practice controls, and environmental controls and give examples

Identify barriers and personal protective equipment (PPE) for protection from exposure to potentially infectious material

Compare cleaning, disinfecting and sterilizing

Explain the importance of reprocessing methods (cleaning, disinfection, and sterilization) to ensure the safety and integrity of patient-care equipment

Comments:

Unit 4: Therapeutic Services Pathway Nursing Assistant- Required Skills

Competency

2. Clean room and change unoccupied bed linens

Performance Standard Condition

Competence will be demonstrated
at the worksite

Performance Standard Criteria

Performance will be successful when learners:

Clean and disinfect floors, walls, surfaces as required with appropriate cleaner

Remove soiled linens and laundry

- Do not shake or handle in way that may aerosolize any infectious agents
- Avoid contact of own body and clothing with the soiled items being handled
- Contain soiled items in a laundry bag or designated bin
- Do not sort or rinse linens in the location of use
- Bag linens heavily contaminated with blood or other body fluids in a manner that will prevent leakage

Handle clean textiles to ensure their cleanliness

Make bed as required

Report/record room cleaning

Learning Objectives

List the room change and preparation requirements in your facility

Compare cleaning, disinfecting and sterilizing

List the different types of beds and their uses

Describe how to operate each type of bed

Describe difference between an open bed, closed bed, and an occupied bed

Outline process for handling clean and soiled linens

List the linen requirements for different types of beds

Explain purposes of draw sheets and incontinence pads

Identify order of placing linens on the bed

Describe how to make an unoccupied bed

Comments:

Unit 4: Therapeutic Services Pathway Nursing Assistant- Required Skills

Competency

3. Follow care plan

Performance Standard Condition

Competence will be demonstrated
at the worksite

Performance Standard Criteria

Performance will be successful when learners:

- Locate and review the nursing care plan for the client to be served
- Implement active interventions and monitoring interventions as required by worksite supervisor
- Collect objective and subjective data if required
- Report client changes** to worksite professional
- Document interventions as required

Learning Objectives

- Define the purpose a nursing care plan
- List the characteristic elements of a nursing care plan
- Discuss the legal ramifications of not following the nursing care plan

Comments:

Unit 4: Therapeutic Services Pathway Nursing Assistant- Required Skills

Competency

4. Report client changes

Performance Standard Condition

Competence will be demonstrated
at the worksite

Performance Standard Criteria

Performance will be successful when learners:

Follow care plan for the client to be served

Note any changes - positive or negative such as

- vital signs
- mobility
- behavior/mental status
- safety
- life circumstances

Report changes to worksite professional

Document client changes as required

Learning Objectives

List the data and monitoring required in your role when working with clients

Discuss the importance of reporting even small changes in a client's care

Explain the risks associated with incomplete monitoring and reporting of client changes

Comments:

Unit 4: Therapeutic Services Pathway Nursing Assistant- Required Skills

Competency

5. Position client

Performance Standard Condition

Competence will be demonstrated
at the worksite

Performance Standard Criteria

Performance will be successful when learners:

Identify client

Provide privacy for the client

Explain procedure to the client

Secure assistance, if needed, before beginning to move and turn client

Change client position on schedule or as needed for a procedure/care noting client safety and proper body mechanics.

Seek client input to determine their comfort with the position

Reports/records client condition, reactions, and position change if needed

Bed-Confined Clients:

Makes observations about condition of the skin

Assure that there are no skin-on-skin surfaces touching

Give skin care to potential or existing pressure areas

Learning Objectives

Describe proper body alignment

Describe turning and moving a client using correct body mechanics

Describe the use of pillows or other comfort devices for various positions

List some of the devices used to maintain position of legs and feet and to help in hand and finger positioning

Describe some of the observations about the client that should be noted during positioning

Explain some of the procedures used to avoid skin-on-skin contact and pressure

Outline the problems that can be caused by bed rest and immobility of the client

List the basic positions for a client confined to bed

Comments:

Unit 4: Therapeutic Services Pathway

Nursing Assistant- Required Skills

Competency

6. Ambulate client

Performance Standard Condition

Competence will be demonstrated
at the worksite

Performance Standard Criteria

Performance will be successful when learners:

Identify client

Provide privacy and warmth for client

Explain procedure to client

Ensure client is wearing proper footwear

Secure assistance, if needed, before beginning to ambulate client

Follow guidelines for ambulating the client noting client safety and proper body mechanics

- Lock any wheels

- Position client to sitting with feet on floor

- Assist to stand with or without transfer belt

Assist with ambulation using a gait/transfer belt, walker, cane, or crutches

Promote the safety and security of client throughout the ambulation process

Encourage client to maintain good standing posture while ambulating

Praise client for progress in ambulating

Remain alert to client condition and responses during ambulation

Report/record client condition, reactions, and ambulation as required

Learning Objectives

Recognize the importance of promoting client independence, within their physical, emotional, and intellectual limitations

Outline proper body mechanics to use while ambulating client

Explain safety factors to observe during client ambulation

Identify adaptive devices to assist with ambulation

Outline the procedures for each of the crutch gaits

Outline the procedure for a client who uses a cane

Outline the procedure for use of a walker

Describe how to use a gait/transfer belt for ambulating the client

Elaborate on the steps to be taken if a client starts to fall while ambulating

List the signs that indicate that a client is experiencing difficulty with ambulation

Describe the observations about the client's condition and reactions that should be reported/recorded during ambulation

Comments:

Unit 4: Therapeutic Services Pathway Nursing Assistant- Required Skills

Competency

7. Measure temperature, pulse, respirations

Performance Standard Condition

Competence will be demonstrated
at the worksite

Performance Standard Criteria

Performance will be successful when learners:

- Identify client
- Provide privacy for client prior to procedure
- Prepare the equipment for the procedure
- Explain the procedure to the client in plain language
- Position client using proper body mechanics if necessary
- Measure temperature, pulse, respirations, according to protocol
- Report/record reading(s)
- Readings are accurate
- Care for equipment according to protocol
- Report abnormal readings immediately to worksite professional

Learning Objectives

- Identify the range of normal values for each of the vital signs
- Explain the techniques for obtaining vital signs
- Locate pulse sites
- List descriptive characteristics of the pulse and respiration
- Describe the various methods for measuring body temperature
- Compare different types of thermometers
- Describe the care of thermometers
- Describe factors that influence temperature, pulse and respiration readings

Comments:

Unit 4: Therapeutic Services Pathway

Nursing Assistant- Required Skills

Competency

8. Assist client with toileting

Performance Standard Condition

Competence will be demonstrated
at the worksite

Performance Standard Criteria

Performance will be successful when learners:

Identify client

Provide privacy for client

Explain procedure to client

Position client using proper body mechanics if necessary

Place client on bedpan, at urinal, and/or assist client to commode noting client safety and proper body mechanics

Provide assistance as required by the client's condition

Provide perineal care after elimination is complete if needed

○ Wash moving front to back

○ Use clean area of washcloth for each stroke

Determine if output is to be measured or saved for a specimen

Report/record relevant observations about client elimination

Clean/disinfect equipment

Dispose of contaminated articles as required

Learning Objectives

List medical and lay terms related to urinary and gastrointestinal systems

List the characteristics of normal urine and urination

Explain the basic principles to be followed when toileting a client

List the safety measures to be observed when assisting the client with toileting

Indicate the observations which should be made regarding the client's toileting

Discuss the principles of medical asepsis and Standard Precautions in the toileting of clients

Explain the various elimination activities with which the client may need assistance

Describe the procedure for giving perineal care to a female client and to a male client

Explain the use of precautions in giving or assisting with perineal care

Describe the use of enemas, suppositories, and rectal stimulation

Describe methods that can be used to stimulate urination

List factors which may cause a change in bowel patterns

Describe the complications that could develop as a result of incontinence

Explain other routes for urination and bowel evacuation due to injury, surgery or illness

List various comfort measures that can be employed when a client must use a bedpan

Comments:

Unit 4: Therapeutic Services Pathway Nursing Assistant- Required Skills

Competency

9. Provide client comfort measures

Performance Standard Condition

Competence will be demonstrated
at the worksite

Performance Standard Criteria

Performance will be successful when learners:

- Secure information from the client regarding the pain (location, intensity, duration) using a pain scale
- Report type of pain, its location, intensity and duration
- Provide comfort measure(s) to relieve pain as directed by worksite professional
- Report/record comfort measures applied and client response as required

Learning Objectives

- Describe some possible causes of pain
- Recognize the purpose of pain
- Describe pain in terms of type, location, intensity and duration
- Explain appropriate measures that can be used to alleviate pain
- Differentiate between chronic and acute pain
- Describe how and when to use a pain scale

Comments:

Unit 4: Therapeutic Services Pathway

Nursing Assistant- Required Skills

Competency

10. Perform CPR

Performance Standard Condition

Competence will be demonstrated

at the worksite OR in the classroom in a simulated setting. Simulation should ONLY be used IF there is no possibility of skill performance at the worksite

Performance Standard Criteria

Performance will be successful when learners:

- Complete an approved CPR course for the health care professional successfully
- Accurately assess the condition of the victim by checking for breathing and for a pulse
- Contact emergency care or designate someone to get help
- Check and clear the victim's airway following the guidelines in the CPR course
- Administer CPR (one person and two person), doing both chest compressions and ventilation, following the guidelines given in the CPR course noting client safety, proper body mechanics, and Standard Precautions

Learning Objectives

- Define terms related to CPR (Cardiopulmonary Resuscitation)
- Give the purpose for CPR
- List the "ABCs" guides for CPR
- Summarize each of the steps in the process that make up the "A", "B", and "C"s of CPR
- Outline the steps necessary to evaluate the victim's condition before starting CPR
- Describe correct hand placement on the victim's chest for compression
- List the different ways CPR can be administered
- Discuss the relationship of cardiac compressions and ventilation processes used in CPR
- Highlight the major differences in administering CPR to a child or infant than those measures used with the adult
- Describe the special measures that are required if the victim has an obstructed airway
- Describe the purpose and use of the AED

Comments:

Unit 4: Therapeutic Services Pathway Nursing Assistant- Additional Skills

Competency

1. Transport client

Performance Standard Condition

Competence will be demonstrated
at the worksite

Performance Standard Criteria

Performance will be successful when learners:

- Identify client
- Provide privacy and warmth for transfer for client
- Explain procedure to client
- Secure assistance, if needed, before preparing client for transporting
- Transport clients by wheelchair and/or stretcher noting client safety and proper body mechanics
- Follow department/facility guidelines for entering an elevator, corridor or ramp with a wheelchair or stretcher
- Remain alert to client condition and responses during transport
- Remain with client until other staff take over responsibility for the client
- Report/record client condition, reactions, and transport as required

Learning Objectives

- Outline the safety precautions to follow when transporting a client by stretcher
- Outline the safety precautions to follow when transporting a client by wheelchair
- Discuss the use of safety devices and monitors when client is in wheelchair and on stretcher
- Demonstrate the operation of the footrests and wheel locks on a wheelchair and the side rails and wheel locks on a stretcher
- Describe how a client's privacy and warmth can be assured during transport
- Describe how to enter an elevator with a wheelchair and a stretcher
- Explain the method for moving a wheelchair down a ramp
- Describe the observations about the client's condition and reactions that should be reported/recorded during transport

Comments:

Unit 4: Therapeutic Services Pathway Nursing Assistant- Additional Skills

Competency

2. Assist to transfer client

Performance Standard Condition

Competence will be demonstrated

at the worksite OR in the classroom in a simulated setting. Simulation should ONLY be used IF there is no possibility of skill performance at the worksite

Performance Standard Criteria

Performance will be successful when learners:

Identify client

Provide privacy for client

Explain procedure to client

Secure assistance, as necessary, before beginning transfer

Determine if lifting device is necessary to facilitate client transfer

- **NOTE:** Use of mechanical lifts by 16-17 year olds is restricted by Federal Child Labor Laws (SEE: U.S. Department of Labor- Wage and Hour Division Field Assistance Bulletin #2011-3

- http://www.dol.gov/whd/FieldBulletins/fab2011_3.htm

Encourage client to participate in transfer procedure as appropriate

Follow transfer procedure noting client safety and proper body mechanics

- Lock any wheels

Seek client input to determine their comfort during and after transfer

Assist to attach/secure any safety devices or monitors to client

Report/record client condition, reactions, and transfer

Learning Objectives

List the most common transfers made by the client, with or without assistance, in the health care facility

List the principles of safety to be followed in all client transfers

Outline the steps in transferring from bed/exam table to wheelchair/commode/chair; wheelchair to toilet; stretcher to bed/exam table or vice versa

Recognize center of gravity and base of support in order to use proper lifting techniques

Explain the importance of safety devices and monitors after the transfer is complete to the new setting

Demonstrate the operation of the footrests and wheel locks on a wheelchair and the side rails and wheel locks on a stretcher

Identify your role in an independent transfer, assisted transfer, and dependent transfer

Explain the use of a lift sheet

Describe the use of a gait/transfer belt

Describe the circumstances for which the use of a mechanical lift would be appropriate

Describe how a transfer board would be used

Describe the observations about the client's condition and reactions that should be reported/recorded during a transfer

Comments:

Unit 4: Therapeutic Services Pathway

Nursing Assistant- Additional Skills

Competency

3. Maintain inventory of supplies and/or equipment

Performance Standard Condition

Competence will be demonstrated
at the worksite

Performance Standard Criteria

Performance will be successful when learners:

- Follow procedure for inventory of supplies, equipment, and/or medications
- Monitor quantity of items available in the inventory
- Report expired, discontinued, damaged, recalled, and/or missing supplies and medications immediately to worksite professional
- Communicate changes in availability to worksite professional
- Straighten and clean shelves
- Assist with removal and disposal of expired, damaged, and/or recalled items as required
- Follow procedures to order and obtain supplies, equipment and/or medications
- Verify the receipt of a shipment with the order against the packing slip and/or original purchase order after the order arrives
- Identify supply items and/or medications requiring special handling or storage
- Store and stock items appropriately
- File or route Packing Slips and/or any Material Safety Data Sheets (MSDS) received to the appropriate places

Learning Objectives

- Compare and contrast ordering procedures for routine and for emergency orders
- Discuss the issue of cost containment in health care and how that impacts ordering
- List items in your department/facility that require any special handling and/or storage
- Explain how to store items received so as to prevent loss and damage
- Compare and contrast ordering paperwork: Original Order (Manual or Electronic), Purchase Order, Packing Slip
- Explain the purpose of lot numbers and expiration dates
- Name common supplies, pieces of equipment and/or medications used in your department/facility on a routine basis
- List the types of agents included in the category of "controlled substances"
- Outline some of the regulations for prescription drugs included in the Controlled Substance Act
- Explain the variation in procedures when controlled substances are part of the inventory process
- Describe the importance of immediate action when medications are found to be missing

Comments:

Unit 4: Therapeutic Services Pathway Nursing Assistant- Additional Skills

Competency

4. Manage client appointments

Performance Standard Condition

Competence will be demonstrated
at the worksite

Performance Standard Criteria

Performance will be successful when learners:

- Verify the required elements of the medical order, if applicable for services
- Ascertain the time required for the health service(s) required by the client
- Refer client to worksite professional or guidelines for priority scheduling to address emergencies and/or urgent care
- Identify conflicts in schedule and those of the client's schedule
- Assist in recommending resolution to scheduling conflicts
- Confirm client and the department/facility have the identical appointment information
- Accurately enter appointment times and other required information
- Prepare an appointment card if client is present
- Document any scheduling changes in the correct locations
- After appointment time, documents status of the appointment: late, no show, rescheduled, cancelled, etc.

Learning Objectives

- Explain the elements of medical orders required for some types of appointments as defined by Medicare and Joint Commission standards
- List the elements about an appointment schedule that are most important to the client
- List the scheduling elements of greatest concern to the department/facility
- Describe the appointment procedures used in your department/facility
- Detail the client information required for most scheduling procedures
- Describe the importance of reminder calls for appointments
- List the types of calls that indicate a need for immediate service in your department/facility
- Explain how departments/facilities handle "no show" appointments

Comments:

Unit 4: Therapeutic Services Pathway Nursing Assistant- Additional Skills

Competency

5. Obtain/update client information

Performance Standard Condition

Competence will be demonstrated
at the worksite

Performance Standard Criteria

Performance will be successful when learners:

- Identify client
- Ensure client privacy
- Use good communication techniques to obtain basic client information
- Verify client information in plain language
- Report/record the required information
- Record data/information in the appropriate place
- Correct any incorrect information in the client record
- Copy or scan insurance cards or other documents as required
- Use only abbreviations on the department/facility's approved list

Learning Objectives

- List the ways in which identification of clients is confirmed
- Explain the use of bar codes for identification in health care settings
- Describe good communication techniques for eliciting accurate client information
- Detail the common medical history components of the client record
- Describe general documentation requirements for recording objective information and client observations
- Explain the role of observations in client care
- List some of the most critical client care observations to be made

Comments:

Unit 4: Therapeutic Services Pathway Nursing Assistant- Additional Skills

Competency

6. Measure blood pressure

Performance Standard Condition

Competence will be demonstrated
at the worksite

Performance Standard Criteria

Performance will be successful when learners:

- Identify client
- Provide privacy for client prior to procedure
- Prepare the equipment for the procedure
- Explain the procedure to the client in plain language
- Position client** using proper body mechanics if necessary
- Take blood pressure
- Report/record blood pressure reading(s)
- Report abnormal readings immediately to worksite professional
- Care for the sphygmomanometer and/or stethoscope

Learning Objectives

- Define terms related to blood pressure
- Describe how to use and care for the sphygmomanometer and stethoscope
- Explain the technique for obtaining blood pressure
- Discuss variations of equipment choice for different size clients
- Identify the range of normal values for blood pressure
- Describe factors that influence blood pressure readings
- Identify the causes of inaccurate blood pressure readings
- Identify the variations in blood pressure readings that should be reported immediately
- Explain how to document blood pressure results

Comments:

Unit 4: Therapeutic Services Pathway Nursing Assistant- Additional Skills

Competency

7. Measure height/weight

Performance Standard Condition

Competence will be demonstrated
at the worksite

Performance Standard Criteria

Performance will be successful when learners:

Identify client

Provide privacy for client prior to procedure

Prepare equipment for the procedure

Explain the procedure to the client in plain language

Set scale to zero for weight

Position client using proper body mechanics if necessary

Measure weight and height according to protocol

Report/record weight and height reading(s)

Weight and Height measurements are accurate

Care for equipment according to protocol

Learning Objectives

Describe the various methods for measuring client weight

Explain how to convert pounds to kilograms

Explain how to convert inches to centimeters

Identify different methods of measuring client weight

Explain how to document weight and height measurements

Comments:

Unit 4: Therapeutic Services Pathway Nursing Assistant- Additional Skills

Competency

8. Measure pulse oximetry

Performance Standard Condition

Competence will be demonstrated
at the worksite

Performance Standard Criteria

Performance will be successful when learners:

- Identify client
- Provide privacy for client prior to procedure
- Prepare the equipment for the procedure
- Explain the procedure to the client in plain language
- Position client** using proper body mechanics if necessary
- Apply pulse oximeter to thin part of client's body- ear lobe, fingertip or across foot for infants
- Connect oximeter to monitors if applicable
- Report/record readings
- Report abnormal readings immediately to worksite professional

Learning Objectives

- Explain how a pulse oximeter works
- List indications where blood oxygenation should be monitored
- Identify the range of normal values for pulse oximetry
- Describe factors that influence oxygenation
- Identify the causes of inaccurate pulse oximetry readings
- Identify the variations in oximetry readings that should be reported immediately
- Explain how to document pulse oximetry results

Comments:

Unit 4: Therapeutic Services Pathway Nursing Assistant- Additional Skills

Competency

9. Measure fluid intake and output

Performance Standard Condition

Competence will be demonstrated
at the worksite

Performance Standard Criteria

Performance will be successful when learners:

Measure input and output specimens as required

- Pour contents into measuring container without splashing
- Measure at eye level on flat surface

Calculate liquid measurements in cubic centimeters

Report/record intake and output

Clean/disinfect equipment and dispose of contaminated articles as required

Fluid Intake is accurately measured

Fluid Output is accurately measured

Learning Objectives

Define terms related to intake and output of fluid

Identify basic principles of hydration

List client conditions which can cause dehydration

Cite client conditions that usually require a record of intake and output

Identify which fluids/foods are to be measured as liquid intake

Identify which fluids/specimens are to be measured as liquid output

Describe ways to involve clients in recording or reporting oral intake of fluid

Explain how to calculate intake and output

Describe how to convert various liquid measurements to cubic centimeters

Explain how to document intake and output

Comments:

Unit 4: Therapeutic Services Pathway Nursing Assistant- Additional Skills

Competency

10. Measure EKG

Performance Standard Condition

Competence will be demonstrated
at the worksite

Performance Standard Criteria

Performance will be successful when learners:

- Identify client
- Provide privacy for client prior to procedure
- Prepare the equipment for the procedure
- Explain the procedure to the client in plain language
- Position client** using proper body mechanics if necessary
- Apply EKG leads to appropriate places on client's body
- Connect EKG to recording device monitors
- Report/record readings
- Report abnormal readings immediately to worksite professional

Learning Objectives

- Describe what information an EKG provides
- Explain how an EKG machine works
- List indications where EKGs should be performed or monitored
- Identify the range of normal values for EKGs
- Describe factors that influence EKG readings
- Identify the causes of inaccurate EKG readings
- Identify which variations in EKG readings that should be reported immediately
- Explain how to document EKG results

Comments:

Unit 4: Therapeutic Services Pathway Nursing Assistant- Additional Skills

Competency

11. Measure blood sugar

Performance Standard Condition

Competence will be demonstrated
at the worksite

Performance Standard Criteria

Performance will be successful when learners:

Identify client

Provide privacy for client prior to procedure

Prepare the equipment for the procedure

Explain the procedure to the client in plain language

Position client using proper body mechanics if necessary

Instruct clients in collection of specimens

Process specimens for testing

○ Blood stick

○ Drawn blood sample

○ Urine

○ Interstitial fluid

Report/record readings

Report abnormal readings immediately to worksite professional

Learning Objectives

Describe what information blood sugar readings provide

Explain how blood sugar measurement devices work

List indications where blood sugars should be tested or monitored

Identify the range of normal values for blood sugars

Describe factors that influence blood sugar readings

Identify the causes of inaccurate blood sugar readings

Identify which variations in blood sugar readings that should be reported immediately

Explain how to document blood sugar results

Comments:

Unit 4: Therapeutic Services Pathway Nursing Assistant- Additional Skills

Competency

12. Instruct clients in collection of specimens

Performance Standard Condition

Competence will be demonstrated
at the worksite

Performance Standard Criteria

Performance will be successful when learners:

- Identify the client
- Provide privacy for the client
- Explain instructions for specimen collection in plain language
- Determine the client's level of understanding about the directions
- Respond to client questions accurately within scope of their job role OR refer to worksite professional
- Obtain consent for testing
- Provide privacy for the client
- Collect specimen noting client safety and Standard Precautions
- Accurately label specimen
- Complete documents for collecting specimen

Learning Objectives

- List medical and lay terms related to specimens processed in your department/facility
- Outline the procedures for collecting a routine specimens in your department/facility
- Name the equipment and special supplies used for collecting specimens
- Explain any special pediatric patient requirements for collecting specimens

Comments:

Unit 4: Therapeutic Services Pathway Nursing Assistant- Additional Skills

Competency

13. Process specimens for testing

Performance Standard Condition

Competence will be demonstrated
at the worksite

Performance Standard Criteria

Performance will be successful when learners:

Instruct clients in collection of specimens

Verify specimen label

Complete documents for processing specimen

Deliver specimen, arrange for pickup, or store specimen for testing later

Clean/disinfect equipment and supplies

Dispose of any contaminated articles

Learning Objectives

Discuss the use of Standard Precautions while collecting and handling specimens

Name the specimens collected most frequently in your lab

Describe any special storage, handling, and disposal requirements for specimens in your lab

Differentiate between different types of specimens including urine, stool, whole blood, serum, plasma, and sputum

Comments:

Unit 4: Therapeutic Services Pathway Nursing Assistant- Additional Skills

Competency

14. Perform phlebotomy

Performance Standard Condition

Competence will be demonstrated
at the worksite

Performance Standard Criteria

Performance will be successful when learners:

Identify client

Provide privacy for client prior to procedure

Prepare the equipment for the procedure

Explain the procedure to the client in plain language

Label tubes

Position client using proper body mechanics if necessary

Perform phlebotomy

- Apply tourniquet
- Palpate draw site
- Clean draw site
- Adjust needle if needed
- Bandage and control bleeding

Report/record procedure

Process specimens for testing

Learning Objectives

Describe possible sites for venipunctures on adults, children, and infants

Compare methods of venipuncture and when each is used/preferred

Compare test tubes and anticoagulants and additives used in venipuncture

Describe the process for venipuncture

Describe the process for finger sticks and heel sticks

Comments:

Unit 4: Therapeutic Services Pathway Nursing Assistant- Additional Skills

Competency

15. Assist in performing testing

Performance Standard Condition

Competence will be demonstrated

at the worksite

while assisting a worksite professional

Performance Standard Criteria

Performance will be successful when learners:

Locate and identify the specimen to be tested

Assist with testing specimen

Select the correct equipment and supplies

Include QC samples, if applicable

Verify counts, measurements, and/or color reactions with the worksite professional

Document testing

Screen test results for follow up with the worksite professional

Clean/disinfect equipment and supplies

Dispose of contaminated materials

Learning Objectives

List common tests performed on specimens in your department/facility

Define the terms associated with common tests performed on specimens

Explain the purpose of common tests performed on specimens

Explain testing requirements for common tests performed in your department/facility

Describe normal values and conditions resulting in abnormal test results in your department/facility

Explain quality control and assurance practices for testing in your department/facility

Describe appropriate specimen storage and disposal procedures

Comments:

Unit 4: Therapeutic Services Pathway Nursing Assistant- Additional Skills

Competency

16. Make occupied bed

Performance Standard Condition

Competence will be demonstrated
at the worksite

Performance Standard Criteria

Performance will be successful when learners:

Assure privacy for client during procedure

Position client as needed

Remove soiled linens and laundry

- Do not shake or handle in way that may aerosolize any infectious agents
- Avoid contact of own body and clothing with the soiled items being handled
- Contain soiled items in a laundry bag or designated bin
- Do not sort or rinse linens in the location of use
- Bag linens heavily contaminated with blood or other body fluids in a manner that will prevent leakage

Handle clean textiles to ensure their cleanliness

Make an occupied bed as required noting client safety and proper body mechanics

Handle soiled laundry according to Standard Precautions

Report/record client condition, reactions and bed making

Learning Objectives

Outline client comfort measures to be observed when making a bed

Detail client safety factors important during and following bed making

Describe how to make an occupied bed

Outline the effective body mechanics to use during occupied bed making

Comments:

Unit 4: Therapeutic Services Pathway Nursing Assistant- Additional Skills

Competency

17. Provide client skin care

Performance Standard Condition

Competence will be demonstrated
at the worksite

Performance Standard Criteria

Performance will be successful when learners:

- Identify client
- Provide privacy for client
- Explain procedure to client
- Give or assist with skin care as required
- Give backrub as required
- Pay special attention to bony prominences and other areas subject to pressure sores
- Change the ***position of client*** confined to bed
- Report/record any skin breaks or discolorations, reactions, and skin care

Learning Objectives

- Describe the general structure and function of the integumentary system
- List the techniques that can be used to promote the integrity of the skin
- Describe how to evaluate the circulation in the extremities
- Summarize the impact on the condition of the skin when an individual takes sufficient fluids and maintains good nutrition
- Outline the changes in the skin that occur with aging
- Identify the client who is most "at risk" for developing pressure sores
- Identify the areas of the body most likely to develop pressure sores
- Illustrate the importance of turning and repositioning a client
- Detail the special devices that are available to prevent skin breakdown
- Explain the purposes and benefits of a back rub
- Indicate the observations which should be made regarding the condition of the client's skin
- List abnormalities of the skin, including color changes, that should be reported

Comments:

Unit 4: Therapeutic Services Pathway Nursing Assistant- Additional Skills

Competency

18. Apply non-prescription topical medications

Performance Standard Condition

Competence will be demonstrated
at the worksite

Performance Standard Criteria

Performance will be successful when learners:

- Verify that the non-prescription topical application has been ordered
- Identify client
- Provide privacy for client
- Explain procedure to client
- Verify the "six rights" for administering medication
- Position client** using proper body mechanics if necessary
- Give medicated bath, shampoo, or topical medication as required
- Report/record the appearance of the skin and the reaction/response of the client following the procedure
- Store medication appropriately

Learning Objectives

- Outline the steps for assuring accuracy in administering medication (Right Drug, Dose, Client, Route, Time, Documentation)
- Outline the steps for assuring identity of the correct medication (at storage removal, at container removal, at storage return)
- Identify conditions of the skin that should be observed when giving client care
- Explain how to document topical medication administration
- Outline techniques caregivers can use to help maintain the integrity of the skin
- List some of the most frequent topical medications
- Describe the various forms in which topical medications are supplied
- Explain the importance of applying medications to skin that is not broken
- Indicate the observations which should be made regarding the condition of the client's skin

Comments:

Unit 4: Therapeutic Services Pathway Nursing Assistant- Additional Skills

Competency

19. Prepare and/or serve food

Performance Standard Condition

Competence will be demonstrated
at the worksite

Performance Standard Criteria

Performance will be successful when learners:

- Consult the dietary plan for the client
- Obtain order for meal from client or meal information from the diet plan including fluids
- Place order for meal if designated
- Assist to prepare meal if needed
- Ensure meal is processed as appropriate for client ability (chopped, cut, pureed, etc)
- Plate meal items ordered by client or by dietary plan
- Deliver meal to client ensuring hot food remains hot and cold food remains cold
- Determine if assistance is needed for eating
- Report/record meal delivery times
- Monitor food intake and record as required

Learning Objectives

- Describe the role of the dietician in your facility
- Define terms related to nutrition, diets, and foods
- List the benefits of good nutrition
- List the essential nutrients
- List the nutrition guidelines of the Nutrition Plate Guidance System
- Compare nutritional needs of children, adults, and elderly
- Describe the legal requirements for meeting nutritional needs of clients in your facility
- Explain methods to prevent food contamination

Comments:

Unit 4: Therapeutic Services Pathway Nursing Assistant- Additional Skills

Competency

20. Aid client with eating and hydration

Performance Standard Condition

Competence will be demonstrated
at the worksite

Performance Standard Criteria

Performance will be successful when learners:

Identify client

Position client for the meal

Identify potential problems the client may experience in eating or drinking liquids

Confirm the food is appropriate to a prescribed diet

Safely assist client with eating as needed

- Face client
- List food items to client
- Let client choose food
- Use spoon to feed client one bite at a time
- Tell client content of food each spoonful
- Make sure client's mouth is empty before next bite
- Offer beverage sip periodically throughout meal

Assist with and/or clean client as needed

Report/record client eating patterns and fluid intake as required

Learning Objectives

Differentiate between the processes of digestion, absorption and metabolism

Describe the characteristics of common special diets

Demonstrate appropriate techniques to use in assisting client during feeding

Detail procedures for assuring adequate fluid intake

Explain alternatives to oral nutrition

Indicate the observations which should be made regarding client eating patterns and fluid intake

Comments:

Unit 4: Therapeutic Services Pathway Nursing Assistant- Additional Skills

Competency

21. Aid client with oral hygiene

Performance Standard Condition

Competence will be demonstrated
at the worksite

Performance Standard Criteria

Performance will be successful when learners:

Identify client

Provide privacy for client

Explain procedure to client

Safely give or assist with care of the mouth and teeth

○ Position client upright

○ Moisten toothbrush

○ Apply toothpaste to toothbrush

○ Gently clean tooth surfaces, tongue, gums, cheeks using gentle motions

○ Wipe client mouth after rinsing

Safely give or assist with specialized oral hygiene care

Care for dentures

Report/record client condition, reactions, and oral care

Clean/disinfect equipment

Dispose of contaminated articles

Learning Objectives

Identify general structures in the oral cavity and the functions of these structures

List the purposes of oral hygiene

Describe the appropriate method for brushing teeth

Outline the frequency recommended for oral hygiene each day

Explain the procedures and Standard Precautions for giving oral hygiene

Illustrate the various methods of caring for the mouth and teeth of helpless clients

Describe the care of dentures

Indicate the observations which should be made regarding the condition of the client's mouth and teeth

Comments:

Unit 4: Therapeutic Services Pathway Nursing Assistant- Additional Skills

Competency

22. Aid client with grooming- hair care

Performance Standard Condition

Competence will be demonstrated
at the worksite

Performance Standard Criteria

Performance will be successful when learners:

- Identify client
- Provide privacy for client
- Explain procedure to client
- Use client's personal care items and shampoos if preferred
- Give or assist with hair care daily
- Is attentive to styling the client's hair whenever possible
- Assist the client in shampooing hair OR safely give a shampoo to a client confined to bed
- Meet the client's needs for comfort while giving hair care
- Report/record client hair and scalp condition, reactions, and hair care
- Clean/disinfect equipment
- Dispose of contaminated articles

Learning Objectives

- Explain the principles of daily hair care
- Compare different types of shampoos
- Describe the process for giving a shampoo to a client in bed
- Discuss how to deal with tangled or knotted hair
- Describe how the client's well-being can be influenced by the condition of their hair and scalp
- Identify differences in hair care for clients of different ethnic/racial groups
- Indicate the observations which should be made regarding the condition of the client's hair and scalp

Comments:

Unit 4: Therapeutic Services Pathway Nursing Assistant- Additional Skills

Competency

23. Aid client with grooming- nail care

Performance Standard Condition

Competence will be demonstrated
at the worksite

Performance Standard Criteria

Performance will be successful when learners:

Identify client

Provide privacy for client

Explain procedure to client

Give or assist with care of the nails, hands and feet daily

- Immerse nails in water
- Clean under each fingernail
- Wipe after each nail
- File nails as needed

Safely clip nails if order indicates

Report/record client nail, hand, foot condition, reactions, and nail, hand, foot care

Clean/disinfect equipment

Dispose of contaminated articles

Learning Objectives

Explain which type of nail care is considered part of routine daily care

Identify the type of nail care which requires a special order

List the equipment necessary to give nail care

Explain how nails should be filed

Demonstrate how nails are cleaned

Outline the care of cuticles

Describe the care of hands and feet that should be completed along with nail care

Indicate the observations which should be made regarding the condition of the client's nails, hands and feet

Comments:

Unit 4: Therapeutic Services Pathway Nursing Assistant- Additional Skills

Competency

24. Aid client with grooming- dress and undress

Performance Standard Condition

Competence will be demonstrated
at the worksite

Performance Standard Criteria

Performance will be successful when learners:

- Identify client
- Provide privacy for client
- Explain procedure to client
- Assess client's ability to assist with dressing/undressing
- Determine whether agency gowns/robes or client's own clothing should be worn
- Safeguard the clothing and other belongings of the client
- Offer client choice of clothing
- Safely dress/undress a client needing partial or total assistance
- Assure that the clothing worn by the client does not interfere with other procedures
- Report/record client condition, reactions, and clothing change
- Handles soiled laundry as required

Learning Objectives

- Explain how to dress/undress a client requiring partial or total assistance
- Determine on which side of client's body the dressing or undressing process should start, when client has limited mobility
- List the measures to be taken to safeguard client's clothing and other belongings
- Identify those situations when a client should wear hospital gowns/robes rather than own clothing
- Explain the importance of nonskid footwear for the client
- Discuss the policy of the agency for care of soiled clothing
- Indicate the observations which should be made regarding the condition of the client during dressing

Comments:

Unit 4: Therapeutic Services Pathway Nursing Assistant- Additional Skills

Competency

25. Aid client with grooming- shaving

Performance Standard Condition

Competence will be demonstrated
at the worksite

Performance Standard Criteria

Performance will be successful when learners:

- Identify client
- Provide privacy for client
- Explain procedure to client
- Determine if shaving is to be part of daily client care or requires a special order
- Assess client's ability to assist with procedure
- Safely give or assist with shaving
- Reports/records client skin condition, reactions, and shaving procedure
- Cleans/disinfects equipment
- Dispose of contaminated articles

Learning Objectives

- Explain when shaving is considered part of routine daily care and when a special order is required to shave a client
- List the equipment necessary to shave a client's face
- Describe the procedure for shaving a client's face
- Outline the safety precautions to follow when shaving a client
- Explain how and when a patient can be encouraged to assist in shaving
- Describe how daily client care shaving differs from pre-operative skin preparation
- Indicate the observations that should be made during the shaving process

Comments:

Unit 4: Therapeutic Services Pathway Nursing Assistant- Additional Skills

Competency

26. Care for client with urinary catheter

Performance Standard Condition

Competence will be demonstrated

at the worksite

Performance Standard Criteria

Performance will be successful when learners:

Identify client

Provide privacy for client

Explains procedure to client

Empty and measure urinary drainage noting client safety and proper body mechanics

Determine if output is to be saved for a specimen

Give perineal care around the catheter that is appropriate for a male or female client

○ Expose area around catheter; do not overexpose client

○ Hold catheter without tugging

○ Move in only one direction- away from meatus

○ Use clean are of cloth for each stroke

Check that urine flows freely through the system

Report/record observations about the drainage system and the characteristics of the urine

Clean/disinfect equipment

Dispose of contaminated articles

Learning Objectives

Outline some common disorders of the urinary system

List some reasons why a client would have a urinary catheter inserted

Describe an indwelling urinary catheter and its use

Identify the client observations to make when caring for the client with a catheter

List the areas where infectious organisms can enter when a client has a catheter and drainage system

Describe the importance of perineal care around the catheter

Detail some of the measures caregivers can take to assure continuous urinary drainage from the system

Discuss the ambulation of a client with a urinary catheter and drainage system

Demonstrate emptying and measuring the urinary drainage

Comments:

Unit 4: Therapeutic Services Pathway Nursing Assistant- Additional Skills

Competency

27. Provide ostomy care

Performance Standard Condition

Competence will be demonstrated
at the worksite

Performance Standard Criteria

Performance will be successful when learners:

- Identify client
- Provide privacy for client
- Explains procedure to client
- Remove pouch safely
- Empty and measure the drainage if output is to be saved for a specimen
- Clean the skin and stoma
- Dry the area completely
- Attach a new pouch or clean the reusable pouch according to manufacturer instructions
- Report/record observations any observations about ostomy system, stoma, and the characteristics of the discharge
- Clean/disinfect equipment
- Dispose of contaminated articles

Learning Objectives

- Compare different types of ostomies and how care differs for each
- Define the health disorders that require an ostomy
- Compare pouching systems
- Identify the client observations to make when caring for the client with an ostomy
- List the areas where infectious organisms can enter when a client has an ostomy
- Demonstrate emptying and measuring an ostomy pouch
- Discuss lifestyle impacts for clients with an ostomy

Comments:

Unit 4: Therapeutic Services Pathway Nursing Assistant- Additional Skills

Competency

28. Aid client with bathing

Performance Standard Condition

Competence will be demonstrated
at the worksite

Performance Standard Criteria

Performance will be successful when learners:

- Identify client
- Provide privacy for client
- Explain procedure to client
- Check water temperature before bathing
- Have client check water temperature
- Assist in assessing client's ability to take a bath
- Safely Give or assist with tub, shower, sponge bathing noting client safety and proper body mechanics
- Follow "clean-to-dirty" principle when assisting with the bath
- Remain nearby and alert to client 's condition and reactions
- Report/record client condition, reactions, and bathing
- Cleans/disinfect equipment

Learning Objectives

- Elaborate on the importance of cleanliness and skin care
- Describe the safety precautions for client bathing
- Discuss the instructions that should be given to the client regarding the bathing facilities and equipment
- List the equipment and supplies necessary for the bath
- Describe the procedures for assisting the client with tub baths, showers, and sponge baths
- List the observations to be made while assisting client with the bath
- Describe the care for bath facilities and equipment

Comments:

Unit 4: Therapeutic Services Pathway Nursing Assistant- Additional Skills

Competency

29. Give bedbath

Performance Standard Condition

Competence will be demonstrated
at the worksite

Performance Standard Criteria

Performance will be successful when learners:

- Identify client
- Provide privacy and warmth for client
- Explain procedure to client
- Check water temperature before bathing
- Have client check water temperature
- Safely give bed bath noting client safety and proper body mechanics
- Allow client to assist with bathing, as appropriate
- Follow "clean-to-dirty" principle during bath
- Make observations relative to client's condition and reactions
- Report/record client condition, reactions, and bath
- Clean/disinfect equipment

Learning Objectives

- Identify other personal hygiene measures which usually accompany a bed bath
- Outline the steps for bathing a patient in bed
- Describe the procedure for giving perineal care to a female client and to a male client
- Explain the Standard Precautions in giving or assisting with perineal care
- Identify the safety precautions to be observed when bathing a patient
- Indicate the client observations which should be made during a bath

Comments:

Unit 4: Therapeutic Services Pathway Nursing Assistant- Additional Skills

Competency

30. Apply TED (anti-embolism) stockings

Performance Standard Condition

Competence will be demonstrated
at the worksite

Performance Standard Criteria

Performance will be successful when learners:

- Identify client
- Provide privacy for client
- Explains procedure to client
- Turn stocking inside out
- Place foot of stocking over toes, foot and heel
- Pull top of stocking over foot, heel and leg
- Pull stocking up leg gently avoiding force and over-extension of joints

Learning Objectives

- Define TED
- Explain the purpose of TED stockings
- Explain when TED stockings are indicated
- List instances when TED stockings should not be used

Comments:

Unit 4: Therapeutic Services Pathway Nursing Assistant- Additional Skills

Competency

31. Aid client to perform range of motion exercises

Performance Standard Condition

Competence will be demonstrated
at the worksite

Performance Standard Criteria

Performance will be successful when learners:

- Identify client
- Provide privacy for client
- Explain each exercise to client
- Instruct client to verbalize any pain while exercising
- Follow guidelines for range of motion exercises noting client safety and proper body mechanics
- Take each joint through the full available range of motion of client's ability
- Do each exercise gently, slowly and smoothly
- Do not force any joint to move
- Encourage client to help with exercises as appropriate
- Communicate appropriately with client during the range of motion exercises
- Report/record observations of client reactions and exercises

Learning Objectives

- Define the terms related to the movement and placement of joints
- Explain the purposes for performing range-of-motion exercises
- Outline basic range-of-motion exercises
- Explain the difference between passive and active range-of-motion exercises
- Describe how to do range-of-motion on all extremities
- Discuss the appropriate response when client experiences pain or discomfort during the exercises
- Note special corrective exercises that are only performed by the physical therapist
- Indicate observations of clients abilities that should be noted during exercises

Comments:

Unit 4: Therapeutic Services Pathway Nursing Assistant- Additional Skills

Competency

32. Set up area for exam/procedures

Performance Standard Condition

Competence will be demonstrated
at the worksite

Performance Standard Criteria

Performance will be successful when learners:

- Verify procedure to be performed
- Consult procedure protocol for safety and setup requirements
- Gather the equipment and supplies that will be used for the procedure
- Ensure the cleanliness of the procedure equipment and area/room
- Check the equipment for malfunction or damage if applicable and allowed
- Confirm solutions and supplies are correct and not expired
- Arrange the equipment and supplies in the order in which they will be used
- Report the status of supplies and equipment to the worksite professional
- Document procedure set up, if applicable

Learning Objectives

- Identify the therapeutic and diagnostic procedures most commonly administered in your department/facility
- Describe the major purpose for each of the procedures identified
- List the types of equipment and supplies that are required for each of the procedures identified
- Define the medical terms and abbreviations related to each of the procedures identified
- Define surgical asepsis, sterile field and describe how test supplies can be contaminated
- Explain how to set up a sterile field

Comments:

Unit 4: Therapeutic Services Pathway Nursing Assistant- Additional Skills

Competency

33. Assist with exam/procedures

Performance Standard Condition

Competence will be demonstrated

at the worksite

while assisting a worksite professional

Performance Standard Criteria

Performance will be successful when learners:

Identify client

Verify that the area, equipment, and supplies are appropriate, in-date, and ready for the procedure

Drape client and/or take other measures to assure client privacy during the procedure

Assist in **positioning client** using proper body mechanics

Assist with procedural steps performed by the worksite professional

Report any client response to the procedure to the worksite professional

Label and **process specimens** when applicable

Document assistance

Clean/disinfect and/or sterilize equipment and supplies

Dispose of contaminated articles according to protocol

Communicates any follow up information to the client as directed by the worksite professional

Learning Objectives

Discuss ways you can reassure the client before, during, and after a procedure

List common therapeutic and diagnostic procedures performed in your department/facility

Describe the major purpose for each of the procedures identified

Identify the position(s) necessary for the client during common therapeutic and diagnostic procedures performed in your department/facility

Explain how equipment and/or supplies are sterilized for each common procedures identified

Outline potential adverse client reactions to each common procedure identified

Explain how to handle contaminated materials

Comments:

Unit 4: Therapeutic Services Pathway Nursing Assistant- Additional Skills

Competency

34. Assist with medication and/or immunization administration

Performance Standard Condition

Competence will be demonstrated

at the worksite

while assisting a worksite professional

Performance Standard Criteria

Performance will be successful when learners:

Verify medication or immunization ordered

Provide privacy for the client

Observe worksite professional with performance before and after medication administration

Position client using proper body mechanics if necessary

Observe worksite professional explain administration procedure to the client

Observe worksite professional administer medication to the client

Assist worksite professional with monitoring of client response to the medication administration

Learning Objectives

Outline the steps for assuring accuracy in administering medication (Right Drug, Dose, Client, Route, Time, Documentation)

Outline the steps for assuring identity of the correct medication (at storage removal, at container removal, at storage return)

List some of the most frequent medications that are used in your department/facility and their purpose, expected outcome, and common side effects

Discuss conditions which contraindicate the use of oral medications

Explain how to document topical and oral medication administration

Comments:

Unit 4: Therapeutic Services Pathway Nursing Assistant- Additional Skills

Competency

35. Assist with care of client with dementia

Performance Standard Condition

Competence will be demonstrated

at the worksite

while assisting a worksite professional

Performance Standard Criteria

Performance will be successful when learners:

Confirm client identity from identification

Obtain the client's attention before speaking

Address the client by name

Approach the client slowly from the front and at the same level

Use calm, low pitched tone of voice

If interrupted, start over again

Speak clearly and distinctly

Do not rush

Emphasize key words

Break tasks into clear, simple steps one at a time

Use non-verbals appropriately

Complete prescribed activities as required

Learning Objectives

Define and compare dementia and Alzheimer's

List changes commonly associated with clients with dementia

Describe techniques and strategies that can be used with clients with dementia

Explain behavior issues often associated with clients with dementia

Discuss common triggers for behavioral issues in clients with dementia

Describe common activities for clients with dementia

Comments:

Unit 4: Therapeutic Services Pathway Nursing Assistant- Additional Skills

Competency

36. Use isolation techniques

Performance Standard Condition

Competence will be demonstrated
at the worksite

Performance Standard Criteria

Performance will be successful when learners:

- Gather food, equipment, and supplies needed for giving care in the isolation unit
- Put on gown, gloves and/or mask as required by the type of isolation used for this client
- Transfer food, equipment, and supplies into the isolation unit
- Provide care for the client according to guidelines noting Standard Precautions
- Give client extra attention to help offset the client's feelings of abandonment
- Transfer soiled linen, contaminated equipment, and trash out of the isolation unit as required and per Standard Precautions
- Remove contaminated gown, gloves and/or gloves without contaminating self or clean areas

Learning Objectives

- Define terms related to infection, transmission of infection and control of infection
- Compare and contrast bacteria, viruses, parasites, and fungus
- Describe the purposes of isolation
- Explain what determines the type of isolation that will be followed
- Describe the proper way to put on a gown
- Explain the process for removing contaminated gloves, gown and mask
- Describe how to care for contaminated articles that leave an isolation unit

Comments:

Unit 4: Therapeutic Services Pathway Nursing Assistant- Additional Skills

Competency

37. Perform choking maneuver

Performance Standard Condition

Competence will be demonstrated

at the worksite OR in the classroom in a simulated setting. Simulation should ONLY be used IF there is no possibility of skill performance at the worksite

Performance Standard Criteria

Performance will be successful when learners:

Successfully complete an approved course on choking maneuvers

Accurately assess the choking situation based on simulated description of the person's symptoms OR on role play of choking by a peer

Identify the obstruction as partial or complete, matching symptoms to the simulated situation

Contact emergency care specialist or designates someone to get help

Perform choking maneuver for a simulated conscious person and an unconscious person according to course guidelines noting client safety, proper body mechanics, and Standard Precautions

Learning Objectives

Define terms related to airway obstruction

Explain how the tongue and foreign objects can cause airway obstruction

List the signs of someone with a partial airway obstruction

List the signs of someone with a complete airway obstruction

Outline the steps of the choking maneuver for a conscious person

Outline the steps of the choking maneuver for an unconscious person

Describe the variations in the maneuver for an infant and a child

Comments:

Unit 4: Therapeutic Services Pathway Nursing Assistant- Additional Skills

Competency

38. Use First Aid measures

Performance Standard Condition

Competence will be demonstrated

at the worksite OR in the classroom in a simulated setting. Simulation should ONLY be used IF there is no possibility of skill performance at the worksite

Performance Standard Criteria

Performance will be successful when learners:

- Complete an approved First Aid course successfully
- Accurately assess emergency situation(s)
- Contacts emergency care or designate someone to get help
- Give appropriate immediate care to the injured client
- Apply principles of client safety, proper body mechanics, and Standard Precautions in administering any first aid according to course guidelines

Learning Objectives

- Define terms related to emergency care
- Identify types of emergency situations which might occur in your department/facility that would require immediate aid
- Compare and contrast signs and symptoms of common emergency situations such as for bleeding/wounds, shock, poisoning, burns, fractures, fainting, heart attack, stroke, convulsions and diabetic reactions
- List the general principles which should guide your decision making in an emergency situation
- List the "priorities of care" which need attention before beginning other first aid procedures
- Describe first aid or immediate measures for: bleeding/wounds, shock, poisoning, burns, fractures, fainting
- Describe immediate emergency care to be given for heart attack, stroke, convulsions and diabetic reactions
- Elaborate on the importance of only giving the emergency care you are qualified to provide

Comments:

Unit 4: Therapeutic Services Pathway Nursing Assistant- Additional Skills

Competency

39. Assist with post-mortem care

Performance Standard Condition

Competence will be demonstrated

at the worksite OR in the classroom in a simulated setting. Simulation should ONLY be used IF there is no possibility of skill performance at the worksite while assisting a worksite professional

Performance Standard Criteria

Performance will be successful when learners:

- Care for body with respect and dignity, including the maintenance of privacy
- Clean and prepare body as required
- Prepare the body for final viewing by the family
- Demonstrate respect and understanding in dealing with the grieving family
- Care for client's valuables and belongings
- Remove used equipment, supplies, and linens from the client care area
- Transport body to morgue or holding area

Learning Objectives

- Discuss the decision to donate the organs of a client who has died
- Describe the support caregivers can give to the family of the deceased client
- Identify when postmortem care can begin
- Describe how to care for the body for final viewing by the family
- List the items usually contained in a postmortem/morgue kit
- Outline the postmortem care guidelines of your facility
- Explain the use of Standard Precautions during postmortem care
- Identify the facility's procedure for transporting the body to the morgue
- Discuss the requirement for a postmortem examination

Comments: